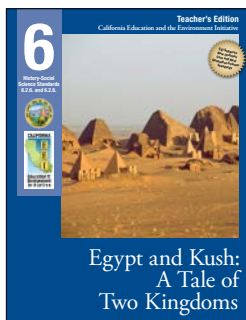


TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

6.2.6. and 6.2.8.—Egypt and Kush: A Tale of Two Kingdoms



Students use a California example to learn that people compete for needed resources, and access can mean success for one group and defeat for the other. Students locate the kingdom of Kush on a map and discover the natural surroundings shared by the people of Kush and Egypt and the unique resources in various areas of the Nile River Valley that formed the economic bases of the Egyptian and Kushite kingdoms. Students explore the similarities and differences in the economic, religious, and political systems of both kingdoms and discover the key to survival and success in the eastern Mediterranean and the Nile River Valley hinged upon the control of resources and trade in the region. Students learn the power of the pharaoh in order to understand the laws and policies aimed at managing the resources of an empire and identify some of the products and resources that were most popular at the height of Egyptian power. Students look at the influence of supply and demand on the natural systems that made these products available in the first place. Students come to understand that human practices have a lasting influence on natural systems.

LESSONS		COMMON CORE STANDARDS																
		RI.6.1 and RH.6–8.1	RI.6.2 and RH.6–8.2	RI.6.3 and RH.6–8.3	RI.6.4 and RH.6–8.4	RI.6.7 and RH.6–8.7	RI.6.10 and RH.6–8.10	W.6.1 and WHST.6–8.1	W.6.2 and WHST.6–8.2	W.6.3	W.6.4 and WHST.6–8.4	W.6.7 and WHST.6–8.7	W.6.8 and WHST.6–8.8	W.6.9 and WHST.6–8.9	SL.6.1	SL.6.2	SL.6.4	L.6.4
California Connections				✓	✓	✓							✓					
	1	✓	✓		✓	✓	✓		✓	✓					✓		✓	✓
	2				✓	✓			✓					✓	✓			✓
	3	✓			✓	✓		✓	✓					✓	✓	✓		✓
	4	✓	✓		✓		✓								✓	✓		✓
	5				✓	✓			✓		✓				✓	✓	✓	✓
Traditional Assessment	6	✓			✓	✓	✓	✓						✓		✓		✓
		✓	✓						✓		✓			✓				
		✓				✓		✓			✓			✓			✓	

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RH:** Reading Standards for Literacy in History/Social Studies
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 22–23 of this document.

Note for Sixth Grade Units: English Language Arts Standards and their corresponding Literacy Standards are combined in the matrix on page 1 and in each lesson table. The verbiage from the standard that most specifically matches the activity is used to represent both standards, since usually both differ only slightly. Where the standards have significant differences in how they apply to the lesson activity, they are listed separately.

A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class, small group
- **Lesson 2:** Whole class
- **Lesson 3:** Whole class, 2 groups
- **Lesson 4:** Whole class
- **Lesson 5:** Whole class, groups of 4
- **Lesson 6:** Whole class, 3 groups

National Geographic Resources

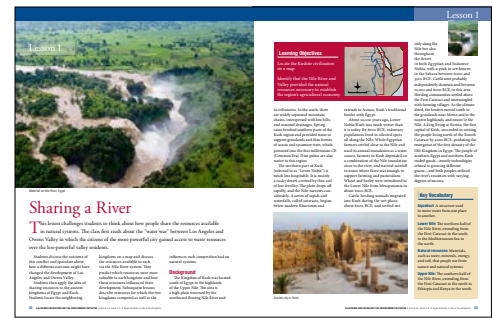
- **Water for Life** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
Students analyze maps, and answer multiple-choice and short-answer questions.	<p>RI.6.1 and RH.6–8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 and RH.6–8.2: Determine the central ideas or information of a...source; provide an accurate summary of the source...</p> <p>W.6.2: and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.4: and WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.9 and WHST.6–8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Alternative Assessment	
Students design a “time-travel guide” that other students can use to help them learn about Egypt and Kush.	<p>RI.6.1 and RH.6–8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SL.6.4: Present claims and findings..., sequencing ideas logically and using pertinent descriptions, facts, and details...; use appropriate eye contact, adequate volume, and clear pronunciation...</p> <p>W.6.1 and WHST.6–8.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information though the selection, organization, and analysis of relevant content.</p> <p>b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.7 and WHST.6–8.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9 and WHST.6–8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Lesson 1: Sharing a River

Students read about the “war” over water between Los Angeles and the Owens Valley, summarizing key ideas using provided questions. They use a map to identify physical features and the Nile River as a resource available to the ancient kingdoms of Kush and Egypt.



National Geographic Resources

■ Water for Life wall map

Use this correlation in conjunction with the **Procedures** located on pages 36–37 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p> <p>Tip: If <i>Dictionary Workbooks</i> need to be reused from year to year, students should not write in them.</p>	<p>L.6.4c: Consult reference materials... to...determine...[a word’s] meaning...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Steps 1 and 2: Students write an answer to a question posed by the teacher.</p>	<p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information...</p> <p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 3 and 4: Students are divided into seven groups, read California Connections: The One With the Water, Wins (Student Edition, pages 2–5), and answer the question at the end.</p> <p>Suggestion: Have students work in small groups to explain the main ideas. Afterwards, have a class discussion in which students share the main ideas and the text that supports their answers.</p> <p>Suggestion: Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 16–20 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</p>	<p>RH.6–8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity bands...</p> <p>RI.6.1 and RH.6–8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>
<p>Step 5: Students examine the Water for Life wall map and discuss parallels between Egypt and Kush, and Los Angeles and the Owens Valley.</p>	<p>RI.6.2 and RH.6–8.2: Determine the central ideas or information of a... source; provide an accurate summary of the source...</p> <p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>Step 6: Students examine Map of the Nile Valley (Student Workbook, page 2) while the Map of the Nile Valley (Visual Aid #1) is projected. Students then participate in a teacher-led discussion.</p> <p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper. ■ Have students use a sheet protector over the page and write with a whiteboard marker. ■ Do together as a class on a projector or chart paper. ■ Project the digital fill-in version and do together as a class. ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary. 	<p>RI.6.7 and RST.6–8.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

Lesson 2: The River's Resources

Working in pairs, students use maps to identify natural resources and their influence on the development of the economies in Egypt and Kush. Students write about how the unique natural resources in each kingdom supported or hindered the growth of agriculture.



Use this correlation in conjunction with the **Procedures** located on pages 50–51 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.6.4c: Consult reference materials... to...determine...[a word's] meaning...</p> <p>RI.6.4: and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 2: Students assist the teacher in creating a chart on the board by answering teacher-directed questions.</p>	<p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>Step 3: While viewing Nile Valley Resources Map (Visual Aid #2), students work in pairs to complete the chart in Part 1 of Nile Valley Resources Study Guide (Student Workbook, pages 3–4). Students share their answers to the questions in the study guide.</p>	<p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<p>Step 4: While viewing Nile Valley Resources Map, students note where most of the resources were found.</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>

Student Tasks	Common Core Standards Applications
<p>Step 5: Students complete Part 2 of Nile Valley Resources Study Guide.</p>	<p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.9 and WHST.6–8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Lesson 3: So Much Alike, But...

Students analyze information comparing the economic, political, and religious systems in Egypt and Kush. They complete a Venn diagram showing how the systems in these kingdoms were similar and different, and they discuss whether Egypt and Kush were more alike or different.



Session 1

Use this correlation in conjunction with the **Procedures** located on pages 64 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.6.4c: Consult reference materials... to...determine...[a word's] meaning...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Steps 1 and 2: Students are introduced to Systems Coffers. Students are reminded that they have learned what resources were available to Egypt and Kush from the Nile River Valley, while viewing So Much Alike, But... (Student Workbook, pages 5–7). Project Comparing Egypt and Kush: Economic Systems (Visual Aid #3), Comparing Egypt and Kush: Political Systems (Visual Aid #4), and Comparing Egypt and Kush: Religious Systems (Visual Aid #5).</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2: Interpret information presented in diverse media and formats...and explain how it contributes to a topic, text, or issue under study.</p>

Student Tasks	Common Core Standards Applications
<p>Step 3: A student takes out one information card (from either Economic Systems Overview or Economic Systems Images coffer) and reads it aloud or shows it to the class. As the student reads or describes the “evidence” from the coffer, the class writes a summary of it on Comparing Egypt and Kush: Economic Systems.</p> <p>Tell students to note the information on their copy of So Much Alike, But...</p> <p>Continue in this manner until all the information from the “Economic Systems” coffer has been “uncovered” and noted on Comparing Egypt and Kush: Economic Systems.</p> <p>When all the “evidence” from the “Economic Systems” coffer has been read and noted, gather the Systems Coffers and collect Student Workbooks for use in the next session.</p>	<p>RI.6.1 and RH.6–8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>W.6.1 and WHST.6–8.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.9 and WHST.6–8.9: Draw evidence from literary or informational texts...</p>

Session 2

Use this correlation in conjunction with the **Procedures** located on pages 65 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.6.4c: Consult reference materials... to...determine...[a word’s] meaning...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1: Divide the class in half and have each half sit on different sides of the room. Students turn to So Much Alike, But... (Student Workbook, pages 5–7) and continue to explore the similarities and differences between Kush and Egypt by opening and analyzing the “evidence” from another Systems Coffers, one group the “Political Systems” coffer and the other the “Religious Systems” coffer. The groups will repeat the process, modeled in Session 1, of opening the box, sharing each piece of information (text or image) with each other, and noting the information on the Venn diagram on So Much Alike, But....</p>	<p>SL.6.1: Engage effectively in... discussions..., building on others’ ideas and expressing their own clearly.</p> <p>RI.6.1 and RH.6–8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

Student Tasks	Common Core Standards Applications
<p>Step 2: Students share evidence from the political and religious Systems Coffers they explored, while Comparing Egypt and Kush: Political Systems (Visual Aid #4) and Comparing Egypt and Kush: Religious Systems (Visual Aid #5) are projected in any order.</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1: Engage effectively in... discussions..., building on others' ideas and expressing their own clearly.</p>
<p>Step 3: Have students discuss the following questions:</p> <ul style="list-style-type: none"> ■ Were Kush and Egypt more similar or more different in their economies, their politics, and their religion? ■ Why do you think this might have been so? ■ Do you think their similarities meant they would get along well with one another, or not? <p>Suggestion: Assign each of the prompts listed above to groups and have each one share their answers. Create a class paragraph based upon students' input.</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1: Engage effectively in... discussions..., building on others' ideas and expressing their own clearly.</p>

Lesson 4: Crowding Out the Crops

Students analyze a map of the Egyptian and Kush capitals. They then listen to five “chapters” in Egyptian and Kush history, recording notes on a timeline. As each chapter ends, students predict what happens next in the drama between the two kingdoms.



Use this correlation in conjunction with the **Procedures** located on pages 92–93 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.6.4c: Consult reference materials... to...determine...[a word’s] meaning...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1: Have students turn to Capitals of Egypt and Kush (Student Edition, page 9). Project Capitals of Egypt and Kush (Visual Aid #6). Show students that this map shows the location of the capital cities for both kingdoms. Explain to the class that these cities were not all capitals at the same time, but that the capital cities changed as both kingdoms grew in power, fought with each other, formed alliances, and were invaded.</p>	<p>SL.6.2: Interpret information presented in diverse media and formats...and explain how it contributes to a topic...</p>
<p>Step 2: As a class, read through Capitals of Egypt and Kush. Have students locate each city on the map.</p>	<p>SL.6.2: Interpret information presented in diverse media and formats...and explain how it contributes to a topic...</p>
<p>Step 3: Point to the posted Events Timeline. Have students turn to Events Timeline (Student Workbook, pages 8–9). Tell students that they are going to listen to five “chapters” from the history of Egypt and Kush and that they are to take notes on their timeline about what happened during each “chapter.”</p> <p>Choose five students (or ask for five student volunteers) to help read to the class. Hand each student a “chapter” from The History of Egypt and Kush (Information Cards #32–36) and ask them to wait until it is their turn in the timeline to read.</p>	<p>RI.6.1 and RH.6–8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 4 and 5: Point to “The Old Kingdom” on the enlarged version of Events Timeline and have the student with the corresponding chapter read it aloud. When the student has finished reading, help students summarize what happened in that period of history in Egypt and Kush by noting some key details on the large timeline. Before moving on to the second “chapter” (read by a different student), have the class predict what they think will happen to Egypt and Kush next. Do this between all the subsequent “chapters” in the history.</p> <p>When all the “chapters” have been read and students have summarized what happened in each, ask students how commercial relations affected the history of these two kingdoms.</p> <p>Suggestion: <i>Have students refer back to the visual aids and have students explain how the information from maps, diagrams, visual aids, and the text from the reader work together to help them understand the main ideas and details.</i></p>	<p>RI.6.1 and RH.6–8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 and RH.6–8.2: Determine the central ideas or information of a... source; provide an accurate summary of the source...</p> <p>RH.6–8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text band...</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups...)...</p> <p>c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>

Lesson 5: Egypt's Commercial Success

Students read statements from fictitious Egyptian workers describing the effects of Egyptian policies and laws on them and their livelihoods. Students use the statements to complete a graphic organizer summarizing the natural resources and rules involved in each situation.



Use this correlation in conjunction with the **Procedures** located on pages 106–107 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.6.4c: Consult reference materials... to...determine...[a word's] meaning...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Steps 3 and 4: Place students in groups of four. Have students turn to Egyptian Rules About Resources (Student Workbook, pages 10–11). Explain that the first column on the chart lists the people they will read about. In the next two columns, students should list what resources each person used and the rules they had to follow to get their jobs done.</p> <p>Have students turn to Jobs, Resources, and Rules (Student Edition, pages 10–12). Explain that there is one statement from each of the people listed on the chart. Tell the groups that they may read the statements aloud and fill out their charts as they go, or they can divide the statements among the group members and read silently, sharing information about each person until everyone in the group has filled in the chart on Egyptian Rules About Resources.</p>	<p>RI.6.7 and RST.6–8.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information...</p> <p>W.6.4 and WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience...</p> <p>W.6.9 and WHST.6–8.9: Draw evidence from literary or informational texts...</p>

Student Tasks	Common Core Standards Applications
<p>Steps 5 and 6: As students are completing their assignment, go around to each group and “secretly” assign one of the occupations to 14 randomly selected students. Tell selected students that they are going to act out the different occupations during a game of charades. When time is up, have the groups stay together but turn their attention to the front of the class.</p> <p>To review the professions and the use of resources in Ancient Egypt and Kush, ask each selected student to come up and act out the occupation that you assigned to them. Allow the rest of the class to guess the occupation the group is demonstrating, and identify the resources and rules related to that profession.</p> <p>Engage in a discussion using the questions provided in the Teacher’s Edition.</p>	<p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups...).</p> <ul style="list-style-type: none"> c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>SL.6.2: Interpret information presented in diverse media and formats...and explain how it contributes to a topic...</p> <p>SL.6.4: Present claims and findings..., sequencing ideas logically and using pertinent...facts, and details... use appropriate eye contact, adequate volume, and clear pronunciation...</p>

Lesson 6: The Influence of Trade

Students work together to analyze a case study illustrating how trade in a popular purple dye influenced social and natural systems in the ancient Mediterranean. They then read about and analyze the influences of one other popular trade item.



Use this correlation in conjunction with the **Procedures** located on pages 118–119 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.6.4c: Consult reference materials...to...determine...[a word’s] meaning...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1: Have students think about the connections between natural resources, human social systems, and natural systems. Ask the class the following questions:</p> <ul style="list-style-type: none"> ■ What city got the water in the “fight” between Owens Valley and Los Angeles 100 years ago? ■ How did the water affect the city of Los Angeles? ■ What happened to Owens Valley as a result? ■ How did having the water or not having the water change the social systems of the two communities? For example, how did it change their economy and politics? ■ How did the situation change the natural systems in Los Angeles and Owens Valley? 	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.2: Interpret information presented in diverse...formats...and explain how it contributes to a topic, text, or issue under study.</p>
<p>Step 2: Have students turn to The World Demanded Purple (Student Edition, pages 13–14) and project The World Demanded Purple (Visual Aid #7).</p> <p>Read aloud The World Demanded Purple and direct students to follow along. As they read, tell students to make notes about any information in the article that shows how humans or natural systems were affected (changed) by the marketing of Tyrian purple dye.</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>RI.6.10 and RH.6–8.10: ...read and comprehend history/social studies texts...independently and proficiently.</p>
<p>Step 3: Have students turn to Influences of Egyptian Trade (Student Workbook, pages 12–13). Project Influences of Egyptian Trade 1 (Visual Aid #8). Point out the headings of the columns on the chart. Explain to the class that they are going to list the effects of Tyrian purple dye on social systems and natural systems, using the chart. Work with students to fill in information from the article in both columns.</p>	<p>RI.6.1 and RH.6–8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>W.6.9 and WHST.6–8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Divide the class into three groups. Assign each group one of the three readings, The Fabled Cedars of Lebanon (Student Edition, pages 15–16), The Sacred Ibis of Egypt (Student Edition, pages 17–18), or The Iron Ore of Meroe (Student Edition, pages 19–20). As they read, encourage them to make notes about information in the article that they could put in the chart on Influences of Egyptian Trade.</p> <p>Conduct a class discussion of the three products and their effects on social and natural systems.</p> <p>Project Influences of Egyptian Trade 1 and 2 (Visual Aids #8–9) and record students’ findings in the remaining rows on the chart.</p> <p>Suggestion: Have students discuss note-taking strategies before reading the article. Provide struggling students sentence stems and guided reading material before having them read through as a class.</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>RI.6.10 and RH.6–8.10: ...read and comprehend history/social studies texts...independently and proficiently.</p> <p>SL.6.2: Interpret information presented in diverse...formats...and explain how it contributes to a topic, text, or issue under study.</p> <p>W.6.1 and WHST.6–8.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

Reading *California Connections* using a Common Core Reading and Writing Focus

Reading

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the **California Connections** selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis. **(RH.6–8.1)**
- Note how the author sets up the central ideas or information; and provide an accurate summary of the text distinct from prior knowledge or opinions. **(RH.6–8.2)**
- Identify key steps in a text’s description of a process related to history. **(RH.6–8.3)**
- Note how the author explains the meaning of key words, phrases, and vocabulary related to history-social studies. **(RH.6–8.4)**
- Analyze the author’s point of view and purpose, including watching for loaded language and inclusion or avoidance of particular facts. **(RH.6–8.6)**
- Note how the information in the **California Connections** text integrates with information provided throughout the unit in diverse formats, including charts, graphs, photographs, videos, or maps. **(RH.6–8.7)**
- Analyze the relationship between a primary and secondary source on the same topic. **(RH.6–8.9)**
- Note comprehension strategies for understanding text. **(RH.6–8.10)**

Note: Standard descriptions from the *Reading Standards for Literacy in History/Social Studies* are paraphrased and combined, using terminology that applies to reading a **California Connections** selection.)

Writing

Many **California Connections** selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Using the *California Connections* Selection

The following pages note specific places where the **California Connections** selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

California Connections: The One With the Water, Wins
Lesson 1 | page 1 of 4

The One With the Water, Wins



Every morning, Tom Taylor turns a large metal wheel and watches the water from Pine Creek rush through a gate in the Los Angeles Aqueduct. One morning in 2006, however, he arrived to find a lock and chain around the wheel. Thinking it was a trick, he cut the chain and opened the water gate. To his surprise, the next morning there was a bigger chain.

Tom soon found out that the wheel had been locked on purpose. Why? The people of Owens Valley, California, and one of the largest water companies in the world were arguing over the right to use the water—again.

The argument was not a new one. The city of Los Angeles, over 250 miles away, had been taking water from Owens Valley for 94 years. Over time, the argument had turned into a real fight. To find out why, we need to go back in time and learn about the people who settled Owens Valley. We also need to understand why the city of Los Angeles was interested in their water.

The Owens Valley

The Owens Valley is more than 100 miles long. Majestic



Owens Valley, California

2 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 6.2.6 and 6.2.8 | Egypt and Kush: A Tale of Two Kingdoms | Student Edition

WHST.6–8.8:

Gather relevant information from multiple print and digital sources (**primary and secondary**), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**

Suggestion: Have students conduct an Internet search about the history of the Owens Valley. Ask students to evaluate the sources and determine their validity. Have students create a T-chart to compare the information from this reading and what they found online.

California Connections: The One With the Water, Wins
Lesson 1 | page 2 of 4

mountains surround it. The Owens River once flowed through the center of the valley, filling a large and beautiful lake. Antelope and elk roamed the meadows. Piute Indians were the first to live there. They called the mountains to the east "Inyo," which means, "dwelling place of the great spirit."

The settlers who came west to Owens Valley were mostly cattle ranchers and farmers. They lived in the shadow of the Sierra Nevada mountain range. These settlers grew corn and alfalfa with water from the Owens River. Sometimes the river would flood, making the land around it soggy and useless. Life was hard, yet the people were happy. They depended on one another, sharing their rich harvests with neighbors.

The ranchers and farmers worked the land and founded towns that grew. Their towns had names like Independence, Bishop, Lone Pine, and Olancho. When railroads came through Owens Valley, people were grateful. They welcomed railroads because they promised more trade, as well as a connection to the

outside world. Unfortunately, railroad companies laid the tracks far away from the towns, which did not help the people in the valley.

The Owens River also posed problems for the settlers. Depending on the amount of rainfall, the river could be dry one year and overflowing the next. Most farmers knew that they needed irrigation systems to control the flow of water, but they did not have money to build them. Then in 1902, Congress passed the New Lands Reclamation Act. The purpose of the act was to

attract new settlers to the West. The newly formed Reclamation Service would build dams, channels, and irrigation systems so that new settlers could grow crops and raise cattle, even on the driest land. Settlers could borrow money for land and supplies and repay the loans when they had earned enough money.

Congress assigned a man named Joseph Lippincott to work in California. He knew that many communities in his state needed help. One of the first surveys he ordered was for an irrigation project



Owens River, California

CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 6.2.6, and 6.2.8 | Egypt and Kush: A Tale of Two Kingdoms | Student Edition 3

RI.6.4 and RH.6–8.4:
Determine the meaning of words and phrases as they are used in a text, including...history/social studies.

■ channels

Suggestion: "Channels" is a multiple-meaning word that may confuse students. Provide them the multiple-meanings and have students determine the correct meaning based upon contextual evidence.

RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop coherent understanding of a topic or issue.

Suggestion: Discuss how the picture on the previous page and the picture on this page serve to create a better understanding of the Owens Valley.

California Connections: The One With the Water, Wins
Lesson 1 | page 3 of 4

in Owens Valley. When the residents heard this news, they were excited! It seemed their dream of expanding their small community was about to come true.

The City of Los Angeles

Meanwhile, in Los Angeles, the population was doubling every year. Everyone seemed to be planting orange groves. New towns sprang up. Land prices rose. The men in charge of the Department of Water and Power were worried. They did not know if the city would have enough water to sustain its growth.

William Mulholland was the head of the Department of Water and Power. It was his job to find more water for the city of Los Angeles. An old friend, Fred Eaton, came to see him. He had an idea. Mulholland and Eaton would engineer a 238-mile aqueduct to bring water to the Los Angeles basin. The water would come from the Owens River.

Soon after, Mulholland and Eaton went camping with their families. They invited their friend, Joseph Lippincott. At the time, Lippincott was still doing land and water surveys



Orange grove

in Owens Valley. He was very excited about using the water from the Owens River to irrigate the land in the valley.

No one really knows what happened on that camping trip. In the end, Eaton and Mulholland convinced Lippincott to stop plans for water projects in Owens Valley. The next week, Eaton went to see President Roosevelt to make the aqueduct project official. Meanwhile, the residents, farmers, and

ranchers of Owens Valley did not know that their chances for rich fields, orchards, and population growth were fading.

A Water "Project"

Fred Eaton came to Owens Valley. He began to buy land and water rights for the Los Angeles water project. The people knew he was Lippincott's friend and so thought he was working for the Reclamation Service to help the settlers of Owens

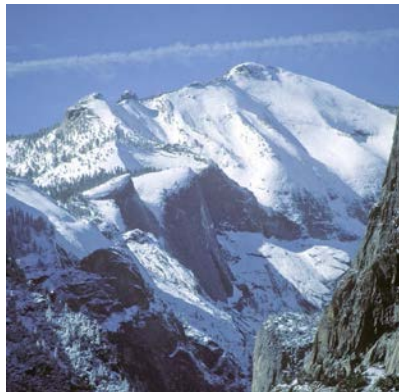
RI.6.4 and RH.6–8.4:
Determine the meaning of words and phrases as they are used in a text, including...history/social studies.

- aqueduct
- water survey
- water projects
- water rights

RI.6.3: Analyze in detail how [an]...event...is introduced...and elaborated in a text...

Suggestion: Have students create a chart to record the relationships between the historical figures mentioned in the text. Have students cite evidence from the text to support the claims they make.

California Connections: The One With the Water, Wins
Lesson 1 | page 4 of 4



Snow-capped mountain in Sierra Nevada, California

Valley with their land. He said nothing to change their minds. They sold him their rights without knowing that Los Angeles would soon be getting all of their water.

Mulholland drew up plans for the Los Angeles Aqueduct. He hired 2000 workers to build the 238-mile project. Eight years later, water from Owens Valley finally reached a reservoir in the San Fernando Valley. It was November 5, 1913. Mulholland

looked out at the water rushing into the irrigation ditches. He waved at the residents of Los Angeles and said, "There it is. Take it."

The farmers and ranchers of Owens Valley were furious. They had been tricked into thinking that the Reclamation Service would help them develop their land! Instead, they lost their rights to any of the water that flowed from the snow-capped Sierras nearby into their fertile valley.

And the Winner Is...

By 1928, the Los Angeles Aqueduct had drained the once beautiful Owens Lake. It became a dry, salty dust bowl. The elk and antelope disappeared, along with the willows, cottonwoods, and bunch grasses. The winds blew off the Sierras, and the air filled with clouds of white dust. Many stores closed, and small towns all but disappeared in the Owens Valley. Fields and orchards dried up. Families had to sell everything and move in order to survive. Two-hundred miles away, the industries and farms of Los Angeles grew to become some of the richest and most powerful in the world.

In December of 2006, Tom Taylor was in the Owens Valley audience to hear the mayor of Los Angeles speak. On this day, Los Angeles would "return" some of the water they had "taken" from Owens Valley so long ago. The crowd cheered as they saw and heard water rush into the dry, thirsty bed of the Owens River. David Nahai, then-president of the Department of Water and Power, said to the happy residents, "There it is... It's yours!"

CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 6.2.6. and 6.2.8. | Egypt and Kush: A Tale of Two Kingdoms | Student Edition | 5

RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.

Suggestion: Analyze the picture and discuss how the inclusion of it supports the text and provides additional information. Have students research the continued saga of Owens Valley using online resources.

California Common Core State Standards Descriptions

Language Standards

- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
 - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Reading Standards for Informational Text

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA**
- **RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening Standards

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.4:** Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

Writing Standards

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- **W.6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Literacy in History/Social Studies

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **WHST.6–8.1:** Write arguments focused on *discipline-specific content*.
- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6–8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WHST.6–8.8:** Gather relevant information from multiple print and digital sources (**primary and secondary**), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**
- **WHST.6–8.9:** Draw evidence from informational texts to support analysis, reflection, and research.